**Integrated Curricular Unit**

**SOCIAL STUDIES TEKS:**

(1)  History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A)  describe how individuals, events, and ideas have changed communities, past and present;

(11)  Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(A)  identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B)  identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and

(C)  identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting

(14)  Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A)  identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and

**ELA TEKS:**

(1)  Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(B)  use common syllabication patterns to decode words including:

(i)  closed syllable (CVC) (e.g., mag-net, splen-did);

(ii)  open syllable (CV) (e.g., ve-to);

(iii)  final stable syllable (e.g., puz-zle, con-trac-tion);

(iv)  r-controlled vowels (e.g., fer-ment, car-pool); and

(v)  vowel digraphs and diphthongs (e.g., ei-ther)

(C)  decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);

(D)  identify and read contractions (e.g., I'd, won't); and

(E)  monitor accuracy in decoding.

(2)  Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A)  use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B)  ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C)  establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3)  Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(8)  Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A)  sequence and summarize the plot's main events and explain their influence on future events;

(B)  describe the interaction of characters including their relationships and the changes they undergo; and

(C)  identify whether the narrator or speaker of a story is first or third person.

(9)  Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography

(18)  Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A)  write imaginative stories that build the plot to a climax and contain details about the characters and setting; and

(B)  write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

(19)  Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**FICTION BOOKS:**

1. Freedom on the Menu by Carole Boston Weatherford
   1. A historical fiction book based on the true story of the Greensboro, North Carolina sit-in that was conducted by four college freshmen who had had enough of the inequality. The story is told from the perspective of a young child.
2. Singing for Dr. King by Angela Medearis
   1. A young girl named Sheyann helped change America by singing. She got to meet Dr. King and was inspired by him.
3. Freedom Summer by Deborah Wiles
   1. Two boys of different races are really good friends. The only problem is that there are many laws that don’t allow it. One summer, there were laws passed that said that everyone was allowed everywhere and the boys were so excited, but there were still many problems for them to face.
4. King’s Courage by Stacia Deutsch and Rhody Cohon
   1. This is a fictional book that takes a group of children back in time to keep important figures inspired to do what they need them to do to keep history the same. In this part of the series, the children go back to one of the most important voting rights marches and ensure that Dr. King doesn’t get discouraged.

**NON-FICTION BOOKS:**

1. Happy Birthday, Martin Luther King by Jean Marzollo
   1. A biography of Martin Luther King told in simple terms that are easily understood. It tells of the reasons why we have Martin Luther King Day every year and why he was an important influence on everyone.
2. Child of the Civil Rights Movement by Paula Young Shelton
   1. This is a true story of the author’s childhood, which so happened to be during the Civil Rights Movement. She tells of the trials and tribulation her family endured right alongside Dr. King and his wife.
3. March On! The Day My Brother Martin Saved the World by Christine King Farris
   1. This book is a biography about Dr. King written by his sister Christine King Farris. She tells the story in such a different way than any other author could because of how she had experienced it.
4. Martin’s Big Words: The Life of Dr. Martin Luther King by Doreen Rappaport
   1. This book is a compilation of quotes by Dr. King made into a story version. The quotes are powerful and make it feel as though you are almost in dialogue with the man himself.